

ABSTRACT

This study is an embedded design of mixed method with a major quantitative correlational research supported by secondary qualitative data. This study aims to explore the relationship between students' affective factors and speaking performance. The affective factors explored in this study are motivation and foreign language anxiety. Two classes consisting of 72 students were purposively chosen as sample for the questionnaires and 27 students from those two classes voluntarily participated in a semi-structured interview. The findings reveal that anxiety has a high significant negative correlation with speaking Performance ($r = -.582$, $n = 72$, $p < .05$) and with motivation ($r = -.627$, $n = 72$, $p < .05$). Accordingly, motivation has a high positive correlation with speaking performance ($r = .554$, $n = 72$, $p < .05$). Multiple regression analyses shows that motivation ($\beta = 0.334$, $p < .05$) and anxiety ($\beta = -0.396$, $p < .05$) can simultaneously predict 37.7% of the speaking performance variance ($R^2 = .377$, $F(2, 70) = 22.521$, $p < .05$). Additionally, in the interview, it was found that the students' instrumental orientation such as future job & career as well as academic performance outperformed the integrative orientation. However, they showed some features of integrative orientation namely their awareness of the importance of English and desire to learn English. Their feeling of anxiety was strongly associated with their attitude toward the learning and motivation intensity. The findings of this study can give valuable knowledge for teachers to help their students better in managing their learning effectively.

Keywords: Motivation, Affective Factors, Foreign Language Anxiety, Speaking

ABSTRAK

Penelitian ini adalah embedded design dari mixed method dengan fokus penelitian kuantitatif korelasi didukung oleh data kualitatif. Penelitian ini bertujuan untuk mencari hubungan antara faktor-faktor afektif siswa dengan kemampuan berbicara. Faktor Afektif yang diteliti adalah Motivasi dan *Foreign Language Anxiety*. Dua kelas yang terdiri dari 72 siswa dipilih sebagai sampel penelitian untuk pengisian kuesioner dan 27 siswa diantaranya berpartisipasi dalam wawancara semi-struktural. Penelitian ini menemukan bahwa *anxiety* memiliki korelasi negatif yang signifikan dengan kemampuan berbicara ($r = -.582$, $n = 72$, $p < .05$) begitu pula dengan motivasi ($r = -.627$, $n = 72$, $p < .05$). Motivasi memiliki korelasi yang positif dengan kemampuan berbicara ($r = .554$, $n = 72$, $p < .05$). Analisis regresi berganda menunjukkan bahwa motivasi ($\beta = 0.334$, $p < .05$) dan *anxiety* ($\beta = -0.396$, $p < .05$) secara simultan mampu memprediksi 37.7% dari varian kemampuan berbicara ($R^2 = .377$, $F(2, 70) = 22.521$, $p < .05$). Selain itu, dalam wawancara, ditemukan bahwa orientasi instrumental seperti pekerjaan dan karir di masa depan serta performa akademik lebih dominan dari orientasi integratif. Akan tetapi, siswa menunjukkan pula ciri ciri orientasi integratif seperti kesadaran mereka akan pentingnya bahasa inggris dan juga keinginan mereka untuk belajar bahasa inggris. *Anxiety* mereka berkaitan erat sikap mereka terhadap pembelajaran bahasa inggris and dan intensitas motivasi. Penelitian ini dapat memberikan wawasan penting kepada guru untuk membantu anak didik mereka agar dapat belajar dengan lebih efektif.

Kata Kunci: Motivasi, Faktor Afektif, *Foreign Language Anxiety*, Kemampuan berbicara